

Teacher(s): Johnson

Subject: Government

Week of: Feb 26 – Mar 2, 2018 Week: 27

DAY	PRE-PLANNING	AGENDA	INSTRUCTIONAL STRATEGIES	ASSESSMENT
Mon	<p>Standard(s): SSCG 3: Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>SSCG 6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- 10 min quick study</p> <p>Opening: Focused Instruction (<i>I do</i>)- explain testing procedures</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- complete Unit 2 Exam (CG 3 & 6)</p> <p>Closing: Guided Instruction (<i>We do</i>)- identify which of the two GSEs was your weakest area</p> <p>Home Learning:</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<p>Formative:</p> <p>Teacher Observation Q&A</p>
	<p>Purpose: To provide the students with the opportunity to validate their learning of the material in CG 3 & 6</p>			<p>Summative:</p> <p>Unit 2 Exam (CG 3 & 6)</p>
Tues	<p>Standard(s): SSCG 3: Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>SSCG 6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- Where most of the arguments at the Constitutional Convention between big and small states or north and south?</p> <p>Opening: Focused Instruction (<i>I do</i>)- explain the work session; assist/discuss as needed</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- remediate areas of weakness on test by review of materials in preparation for retest OR Collaborative Learning (<i>You do together</i>)- remediate areas of weakness on test by review of materials in preparation for retest</p> <p>Closing: Guided Instruction (<i>We do</i>)- Will you be studying with a friend tonight? Why not?</p> <p>Home Learning: Study for retest</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Remediation 	<p>Formative:</p> <p>Teacher Observation Q&A Remediation</p>
	<p>Purpose: To provide the students the opportunity to remediate the material that proved weak in on the unit exam</p>			<p>Summative:</p>
Weds	<p>Standard(s): SSCG 3: Demonstrate knowledge of the framing and structure of the United States Constitution</p> <p>SSCG 6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.</p>	<p>Do Now: Guided Instruction (<i>We do</i>)- 10 min quick study</p> <p>Opening: Focused Instruction (<i>I do</i>)- review testing procedures</p> <p>Work Session: Independent Learning (<i>You do alone</i>)- complete unit 2 retest</p> <p>Closing: Guided Instruction (<i>We do</i>)- quick review of retest results</p> <p>Home Learning:</p>	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	<p>Formative:</p> <p>Teacher Observation Q&A</p>
	<p>Purpose: To provide the students an opportunity to revalidate their learning over the material they had not done well on</p>			<p>Summative:</p> <p>Unit 2 Retest</p>

Thurs	Standard(s): ELACC9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ELACC9-10RH5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	Do Now: Guided Instruction (<i>We do</i>)- Sign in to Achieve 300 (Lab 126) Opening: Focused Instruction (<i>I do</i>)- Explain requirements of using Achieve 3000 to include providing me with your activity (quiz) 1 st score and showing me that you have 5 dots indicating completion of the work Work Session: Independent Learning (<i>You do alone</i>)- Complete requirements of the reading assigned on Achieve 3000 Closing: Guided Instruction (<i>We do</i>)- Verify quiz grades and completion of the 5 areas Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input checked="" type="checkbox"/> Other <ul style="list-style-type: none"> Achieve 3000 	Formative: Teacher Observation Q&A Achieve results
	Purpose: To provide students with an opportunity to enhance their ability to read within a structured online environment.			Summative:
Fri	Standard(s): SSCG 6: Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.	Do Now: Guided Instruction (<i>We do</i>)- ID the amendment from the Bill of Rights that needs to be removed, just weakened or made stronger. Opening: Focused Instruction (<i>I do</i>)- substitute explains work session; assist as needed Work Session: Independent Learning (<i>You do alone</i>)- For up to 25 extra credit test points explain in 2 to 4 paragraphs which of the amendments needs to be removed, just weakened or made stronger and why Closing: Guided Instruction (<i>We do</i>)- What should be done about school shootings? Home Learning:	<input type="checkbox"/> Advanced Organizer <input type="checkbox"/> Choice Menu <input type="checkbox"/> Cornell note <input type="checkbox"/> Brain Dump/Mind Map <input type="checkbox"/> K-W-L <input type="checkbox"/> Carousel Brainstorming <input type="checkbox"/> 3 Facts & a Fib <input type="checkbox"/> Other	Formative: Teacher Observation Q&A
	Purpose: To provide the students an opportunity to enhance their grades with extra credit points by a writing assignment regarding the Bill of Rights			Summative: Extra Credit test points